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Association for Health, Physical Education, Recreation and Dance

Spring 1992

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MONTANA JOURNAL
OF HEALTH,
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MAHPERD

Spring 1992

Montana Association for Health, Physical Education, Recreation and Dance

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Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

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Montana Journal of Health, Physical Education, Recreation and Dance

Spring 1992

Editor
Clarence "Gene" Burns

Assistant Editor
Stacia Graham

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MAHPERD Business

From the Editor...

The editorial staff of the *Montana Journal for Health, Physical Education, Recreation and Dance* hope that you enjoy this edition of the periodical. We have made some changes to enhance the professional quality of the publication commensurate with other state publications. Again, if you have suggestions as to how to improve the journal, please feel free to express your views. We would like to hear from the membership regarding what direction you think the journal should take.

There are a number of announcements in this edition of the journal that warrant your attention. The call for conference presentations, for example, is a solicitation to get membership more involved with the selection of conference content. In addition, there are a number of MAHPERD Executive Board vacancies that you may be interested in pursuing and are listed in a special promotion. Other important announcements include: (1) a full-page advertisement for the MAHPERD Executive Director position that carries a stipend of a $1,000, and (2) information regarding the MAHPERD Logo design contest carrying a $50 prize. If you are interested in any of these announcements, contact the persons designated in each of the promotions.

While attending the Spring MAHPERD Executive Board meeting, several items were discussed that need to be shared with the membership. First, it was brought to my attention that some members did not receive the last edition of the *MAHPERD Journal*. If you are one of those individuals, you can contact me and I will send you a copy as soon as possible. Trying to keep track of address changes is difficult. If you move, please contact me or the current MAHPERD President and we will update our membership files so that you will not miss any important MAHPERD mailings or the journal. In addition, discussion revolved around those schools that are under-represented in MAHPERD's membership. When you receive the *Montana Journal*, please share the periodical with your colleagues who you believe are potential members. I will be sending extra copies of the journal to some of the larger Montana junior and senior high schools for this purpose. The journal will also be sent to Montana's colleges and

universities and it is hoped that department chairs/heads will make the periodical available to faculty and students. The *Montana Journal* is MAHPERD's main avenue of communication and we would like to see it reviewed by as many professionals as possible. Let us try to use the *Montana Journal* as a possible recruiting tool.

Congratulations to John Taylor and Tom Lee (Missoula) for the great job they are doing with their jump rope teams. I was fortunate to catch one of their shows at half-time during a University of Montana basketball game. I was extremely impressed with the enthusiasm and talent displayed. This time I did not forget my camera as is evident by the cover photograph (Brenda Mehrens, Roosevelt Grade School, Missoula). To John and Tom, and all jump rope coordinators...keep up the good work!!
Sincerely,

Clarence "Gene" Burns
MAHPERD Editor

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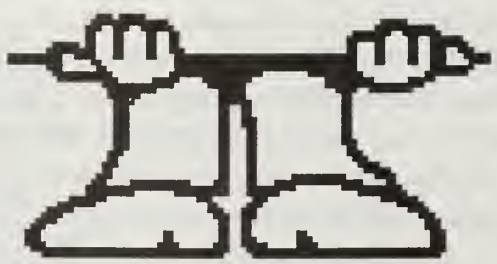

MAHPERD Articles

FLORIDA'S ELEMENTARY SCHOOL FITNESS BREAKS: WHY NOT MONTANA'S?

Manny Harageones and Allan Sander

Manny Harageones is the Physical Education Consultant with the Florida Department of Education. Allan Sander is Coordinator of the Physical Education Program at the University of North Florida.

In an effort to help meet the fitness needs of children, Florida has developed **Fit to Achieve**, an elementary school cardiovascular fitness education program. This unique program encourages all elementary schools in the state to take a daily 15-minute fitness break.

The program's inception was based on recent research that indicates the fitness of American youth has not improved in the last decade and in many cases has deteriorated. American children: (a) are fatter than children 20 years ago; (b) are displaying health risk factors commonly associated with middle-aged adults; (c) are not getting enough of the right kinds of exercise; and, (d) spend more time watching television than in physical activity (Ross & Pate, 1987).

Prevention is the key to good health and being physically active is a key for prevention. As we enter the 21st century, the importance and value of regular physical activity in promoting good health and reducing the likelihood of disease has been recognized as never before. Accompanying this recognition is the awareness that childhood is that time to begin the development of active and healthy lifestyles. It is critical that schools help students acquire the skills, knowledge, attitudes, and behaviors to incorporate physical activity into their daily lives.

To assist elementary schools in addressing this challenge, the **Fit to Achieve** program was developed by the Florida Department of Education via a Curriculum Development and Renewal Grant to the University of North Florida. The program includes educational and motivational materials for use by classroom teachers and physical education teachers to help children become involved in regular and enjoyable cardiovascular exercise.

Commissioner of Education Betty Castor is encouraging each elementary school to set aside 15 minutes daily to engage in cardiovascular exercise. Teachers, administrators, and support personnel (i.e., secretaries, lunchroom workers, custodians) are also encouraged to join the students in participating in this program. This effort is similar to the "sustained silent reading" and "drop everything and read" programs where everyone in the school stops and reads for a specified period of time. In

this instance, Florida's elementary schools are being encouraged to stop and exercise for 15 minutes daily.

Fit to Achieve Materials

The **Fit to Achieve** program materials consist of:

1. **Two 12-minute video tapes —** Video Tape #1 is an aerobic exercise video that includes instruction on cardiovascular fitness concepts. Video Tape #2 exclusively features an aerobic exercise routine. The aerobic routines have been personalized for the state of Florida by naming each specific exercise for a major city in the state (i.e., Pensacola Push, Tallahassee Twist, Jacksonville Jog, Gainesville Boogie, Tampa Hustle, Miami Wave).
2. **One 12-minute audio tape** that features an aerobic exercise routine similar to the routine in Video Tape #2.
3. **Student assignments** that may be used in or out of the classroom. The assignments focus on an integration of selected activities in art, language arts, mathematics, music, science, and social studies to reinforce cardiovascular fitness concepts. The assignments are developmental in nature, encompassing Level I (Grades K-1), Level II (Grades 2-3), and Level III (Grades 4-5). The assignments uniquely support the well accepted trend of interdisciplinary learning.
4. **A teacher guide** which includes ideas for implementing the **Fit to Achieve** program, a conceptional foundation for cardiovascular fitness development, a copy of the written script for the video and audio tapes, cardiovascular fitness learning activities, and the answers for the student assignments. The learning activities focus on the use of visual aids and action-oriented experiences to extend children's understanding of information about cardiovascular fitness concepts.
5. **A parent guide** that stresses the need for developing children's cardiovascular fitness. The guide offers suggestions for family fitness activities and motivational ideas to encourage children's participation in cardiovascular exercise.

In addition to the print materials and video and audio tapes, the **Fit to Achieve** program has a mascot — **Peppy Panther**. Peppy is available to make school appearances to promote the program. This is another example of personalizing the program for the State of Florida as Florida's state animal is the panther. Funds for the Peppy Panther costumes were provided by the Florida Association for Health, Physical Education, Recreation, Dance and Driver Education.

Roles of the Classroom Teacher and Physical Education Teacher

The physical education and classroom teachers in each elementary school are viewed as a team for promoting and implementing the **Fit to Achieve** program. The classroom teacher is needed to supervise the daily 15-minute fitness break. The classroom teacher is also needed to reinforce cardiovascular fitness concepts through the use of the student assignments. The physical education teacher in each school is needed to provide both the initial and ongoing leadership for the program by providing classroom teachers with cardiovascular exercise guidance, an understanding of the principles of training, and assistance in the utilization of the **Fit to Achieve** materials. Suggestions for such leadership are presented in the *Fit to Achieve Teacher Guide*.

Fit to Achieve Implementation Strategies

There are a variety of ways to implement the program, and each elementary school is encouraged to find an optimal approach to ensure successful implementation. Samples of implementation strategies are included in the *Fit to Achieve Teacher Guide.*

The fitness breaks can involve the entire school population exercising simultaneously with the video tapes through closed circuit television in each classroom or with the audio tape via the school's intercom system. However, fitness breaks can also be scheduled individually by classroom teachers. With either strategy, fitness breaks may take place at any convenient time, such as the beginning of the school day, with administrators and support personnel taking part.

After students have become familiar with the information in Video Tape #1, classroom teachers may select student assignments in the various subject areas to reinforce cardiovascular fitness concepts. These student assignments can be used as in-class assignments, as in-class leaning center tasks, or as homework.

The cardiovascular fitness learning activities can be used in the classroom prior to or after the use of the student assignments. These learning activities can also be used by the physical education teacher during the regular physical education program.

Parents truly have a significant role to play in guiding the physical fitness habits of their children. The *Fit to Achieve Parent Guide* offers suggestions on how parents can become more involved in the promotion of cardiovascular fitness at home and the **Fit to Achieve** program at school. Copies of the video tapes could even be checked out by students for use at home with parents and other family members. Teachers can encourage parents to lead by example. Family exercise ideas are offered to enhance the enjoyment of exercise as well as to stimulate children to continue in an exercise program.

Closure

Children do not automatically develop the skills, knowledge, attitudes and behaviors that lead to regular participation in physical activity — they must be taught. Florida has accepted the challenge of providing elementary school students with opportunities to learn and develop lifetime fitness habits.

Florida has developed educational and motivational materials to assist schools in implementing the simple idea of the fitness break. **Why not Montana?**

For a copy of Florida's **Fit to Achieve** program materials, please send a written request and a video tape and audio tape to: The Office of Physical Education, Florida Department of Education, Room 444, Florida Education Center, 325 West Gaines Street, Tallahassee, Florida 32399-0400

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ANABOLIC STEROID ABUSE IN PUBLIC JUNIOR AND SENIOR HIGH SCHOOLS

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Athletes and coaches are continually searching for ways to improve athletic performance. Although discipline and training have always proven most successful, our win-at-all-costs society promotes drug usage as a means to "artificially" enhance performance. When testifying before a U.S. Senate Committee in 1973, Harold Connelly, the 1956 Olympic hammer-throw champion, reported that the majority of athletes he had known "would do anything, and take anything, short of killing themselves to improve athletic performance" (Coakley, 1990, p. 127). To maximize the social and economic benefits that accrue for stellar athletic performance, athletes are pressured to perform at consistently high levels. Because sport seasons are long, wearing and often injurious, some athletes take drugs for assistance (Leonard, 1988). In competitive athletics, where even the slightest advantage can mean the difference between winning and losing, anabolic steroids are being used extensively in hopes of gaining a competitive edge.

Following the well-publicized cases of Ben Johnson and Brian Bosworth, the abuse of anabolic steroids by athletes has been documented to be at epidemic proportion (Kleiner, 1991; Windsor & Dumitru, 1988). The principle evidence of the widespread use of these drugs comes from informal surveys, testimonies of former users, and information provided by health related professionals who work closely with athletes. The prevalence of anabolic steroid abuse has never been limited to elite amateur or professional athletes (Todd, 1983; 1987). Recent surveys indicate that between 6.6% and 11% of high school athletes have used steroids to improve athletic performance or appearance (Buckley, et al., 1988; Johnson et al., 1989; Windsor & Dumitru, 1989). In 1987, David Lamb, a Purdue University exercise physiologist, testified before a White House Symposium on Physical Fitness and Sports Medicine that steroid use is growing at an alarming rate in high schools and even junior high schools (Zigli, 1983).

Anabolic steroid usage gained prominence in the early 1950s for the treatment of patients who had muscle-degenerating diseases. Steroids, derivatives of the male sex hormone testosterone, build structural proteins and retain nitrogen within muscle cells resulting in an increase in body weight and strength. While some studies have shown that steroids can improve athletic performance, serious short- and long-term health problems have consistently been noted (Strauss & Yesalis, 1991; Kleiner, 1991; Bruno, 1990; Bahrke, Yesalis & Wright, 1990; Narducci et al., 1990; Holden, Calvo & Sterling, 1990; Hickson, Ball & Falduto, 1989). The major risks of steroid abuse include: liver cancer, kidney failure, decreases in HDL-C (the "good" cholesterol), stunting of bone growth, and tendon damage due to inappropriate muscle size. Additional adverse side effects in males include: ulcers, nausea, headaches, increased

blood pressure, testicular atrophy and decreased sperm count, acne, abnormal breast tissue development, sleep disturbance, baldness, and nose bleeding. Females experience many of these same conditions in addition to menstrual irregularities due to changes in water retention, decreased breast size, deepening of the voice, and facial and body hair growth. Many of these adverse conditions are minor and reversible after cessation of anabolic steroids, but some are currently thought to be irreversible.

Severe psychological disturbances may also result from anabolic steroid use. Although some of the physical problems may be alleviated as the substances are discontinued, there are indications that many of the psychological problems may become more long-lasting. Evidence suggests that steroid abuse can lead to aggressive and irrational behavior, manic-depression and mood changes, and even psychosis (Hickson, Ball & Falduto, 1989; Pope & Katz, 1988; Kibble & Ross, 1987; Lamb, 1984). For some athletes, the only release of aggression and anger occurs during competition, but with steroid abuse these feelings of aggressiveness can remain a constant entity and lead to destructive behaviors in athletes' personal lives (Chaiken, 1988; Mandell, 1976; Pope & Katz, 1988). Individuals taking steroids tend to withdraw from peers and family members and eventually sever relationships with all people as aggression and drug addiction builds.

The potential for addiction to anabolic steroids grows as the athlete experiences the reported muscular hypertrophy and increase in strength. Since a discontinuation of steroid usage eventually causes the body to return to normal size, the users are reluctant to stop use and give up the physical stature they have acquired with steroids. This has recently led to youth experimenting with growth hormones and amphetamines in order to maintain and continue the muscle increase they experienced with steroids. Peer pressure to realize one's physical and sexual potential is also resulting in anabolic drug use among junior and senior high school nonathletes (Salva & Bacon, 1991). Anabolic steroid use, then, is not the exclusive purview of competitive athletics. Many adolescents are seeking out steroids to improve physical appearance and for psychosocial reasons. It becomes apparent that our increasingly fitness-and-performance oriented culture impacts all ages in different ways.

In the United States, anabolic steroids are legally available by medical prescription only. Possession of steroids is a federal crime with penalties of up to one year in prison and a $100,000 fine. The first physician convicted of steroid trafficking under the 1988 drug abuse act is George Sahorian, M.D., of Pennsylvania (see *Fitness Management*, January 1991, p. 20). He faces a maximum of 44 years in prison and a $3 million fine (pending appeal) for selling 49,700 tablets and 8,800 intravenous doses, but only writing prescriptions for 700 tablets and 532 doses. Such stringent drug legislation has reduced the legal distribution of steroids, but has forced a majority of users to obtain drugs through the "black market." This often results in the user obtaining steroids manufactured for veterinary use. One survey estimated that the black market comprises 85.2% of steroid distribution (Windsor & Dumitru, 1989). This is extremely alarming considering the ease of obtaining "recreational drugs" and the fact that children as young as grade-school age have access to this market.

You might be thinking that your

athletes or your children are immune to the steroid phenomenon. You may want to reconsider your position knowing that "affinity yields permission instead of compulsion. Its consequence is liberty, or if one prefers, license" (Matza, 1969). In other words, as Figler and Whitaker interpret, "as an athlete among steroid-using athletes, you are not compelled to take steroids along with the others, but your affinity with them makes it acceptable." This explanation does not suggest that taking steroids is legal, ethical, or harmless, only that the door to using them for performance enhancement is opened by others taking them " (1991, p. 88). From a slightly different rationale, "as long as athletes are encouraged to accept without qualification norms emphasizing the value of taking risks, reaching beyond their potential, playing with pain, and 'paying the price,' they will continue to be willing to try anything or take anything to continue to participate" (Coakley, 1990, p. 1350).

Education and early intervention are the keys to preventing the non-medical use of anabolic steroids (Goldberg et al., 1991; Isetts, 1989; Buckley et al., 1988). Student-athletes and youth involved in sport need to be made aware of the serious short- and long-term problems associated with non-medically supervised steroid use. Proper training techniques and good nutritional habits need to be presented as positive alternatives to improving athletic performance and achieving a healthy lifestyle. Coaches, teachers, and parents need appropriate education to deal effectively with steroid use in athletics, in school and at home. Steroid use *must* be addressed by health and human performance/development professionals.

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"TEAM" (?) BADMINTON

Ed Dugas, Ed.D., and Martin S. Bourg, Ph.D.
University of Southwestern Louisiana

A review of activity categories in physical education curriculum offerings generally lists badminton as a racquet sport or an individual sport. Badminton has traditionally allowed for competition in men's and women's singles and doubles, as well as mixed doubles. Competition has also taken place in the form of Canadian Doubles where one player competes against two players, with the former covering the singles court only and the latter covering the doubles court.

How, then, does "team" badminton come into existence if documentation reflects only individuality or duality? Suppose two male players wanted to compete against two other males in singles. The #1 players of each team could play each other and the #2s could play each other. This, however, would occupy two courts and in many educational settings, the luxury of one court for every two players does not exist.

It is possible, however, to place both teams on one court and still play singles by following simple rotation procedures similar to "tag-team wrestling." Each team places one player on the court to begin play and follows the announced rotation methods. Two popular rotation methods are to "rotate out on a fault" and "rotate out after scoring a point." When players "rotate out on a fault" the turn-over of players is more frequent than "rotate out after scoring a point." Another major difference is that on "rotate out on fault" the incoming player always receives the serve; where, on "rotate out after scoring a point" the incoming player always serves. Regardless of the rotation method used, the scores are cumulative and by team.

An example could involve Team A (Players 1 and 2) playing Team B (Players 3 and 4) singles on one court using the "rotate out on a fault" methods as follows:

> Player 1 (P1) serves to Player 3 (P3) and P1 wins the point. P3 rotates out and is replaced by Player 4 (P4). P1 serves to P4 who wins the rally. P4 serves to Player 2 (P2) who replaced P1. The score is called out each time as a team score. In this method of rotation, a player entering the game to replace a teammate who has faulted always receives the serve. After several side-outs, both players on each team have played against both players on the other team.

A team may have as many players as deemed appropriate. However, a team consisting of two or three players may provide an excellent learning situation in physical education. Further, the number of players on each team may vary and not detract from the competition. It is highly recommended for safety purposes, that those players not on the court remain near the standards. Further, each team should be assigned one side of the court to remain on when not playing so their playing order can be retained.

Why is the competition so intense in team badminton? Research indicates that one of the reasons is because peer pressure is one of the most powerful forms of influ-

ence directed toward learners. Teammates generally motivate one another to play with greater intensity than if the game is played without teammates as an audience.

Teams may be arranged by sex, weight, height, geography, ability, etc. Allowing teams to select a name and playing a class round robin tournament is an excellent culminating activity. Once regular doubles has been taught, team doubles may follow a format similar to team singles.

Teachers recognize the need for giving students immediate positive feedback, yet are unable to provide this for all games taking place in class. Team badminton, however, offers an excellent opportunity for this to occur on every shot and on every court.

It is apparent that "team" badminton allows for correct rule/scoring application, involved mental practice, excellent modeling, improved strategy, intense competition, excellent skill execution, positive peer pressure, greater utilization of existing facilities, as well as the development of team "esprit de corps." These factors combine for the makings of progressive lead-ups to regulation games or culminating learning experiences. ***"Team" (?) Badminton ... Yes!***

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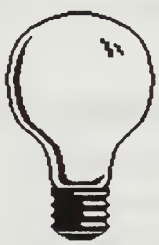

If you have any ideas for a speaker, conference presentation or any other input regarding what you would like to hear or see at the annual conference, please send your ideas to:

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NEWS/DATE/ANNOUNCEMENTS

From your State PEPI Coordinator —

As you receive this spring journal you might take time to reflect back on all the events and experiences this year has provided. You can also look ahead to spring and year-end events that give you so much pride and pleasure in what you do each day as educators and coaches. Hopefully, you will share some of those experiences with PEPI!

PEPI is the Physical Education Public Information commission which was established by NASPE (National Association for Sports and Physical Educators). This PEPI commission is composed of district commissioners from each of the six AAHPERD geographic districts in the nation. Their job is to create a network with the state coordinators in their districts to disseminate information to physical educators and to the public, promoting physical activity.

Therefore, my job as the Montana PEPI coordinator is to pass on information to you and our executive board. It is also my job to identify and recognize exemplary physical education programs and the outstanding people who make them happen throughout our state. We take time to recognize those persons and programs each year at our state MAHPERD Convention. Your nominations are very important to me in identifying worthy recipients for this award. Nominations can be submitted anytime throughout the year. Simply fill out the PEPI Nomination form and submit it to me. Nominees may be individuals, special groups, or professionals in your communities involved in promoting healthy lifestyles.

I would appreciate hearing about special programs and events in which you, your school or community have been involved. I would like to incorporate these special projects into a display at the PEPI booth at our state convention next fall. Please fill out the information sheet provided and any other information you feel necessary. Photographs and videos of your event would be very much appreciated.

Don't forget National Physical Education and Sport Week, May 1 to 7. Work to get your school and community involved.

Keep me informed!
Julie Graham
PEPI Coordinator

PEPI NOMINATION

YOUR NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NOMINEE'S NAME OR ORGANIZATION: _____

ADDRESS: _____

_____

PHONE NUMBER: _____

SCHOOL OR BUSINESS: _____

ADDRESS: _____

PRINCIPAL: _____

SUPERINTENDENT: _____

EMPLOYER: _____

TEACHING ASSIGNMENT OF CLASSES AND GRADE LEVEL: _____

YEARS OF TEACHING: _____

REASON FOR RECOGNITION:

PLEASE FORWARD TO:

Julie Graham
PEPI Coordinator
2604 4th Street N.E.
Great Falls, MT 59404

HEALTH ENHANCEMENT EVENT

NAME OR ORGANIZATION: _____

DATE OF EVENT: _____

LOCATION: _____

NUMBER INVOLVED: _____

EQUIPMENT USED: _____

ACTIVITY LAYOUT AND DESCRIPTION (Please include photos and videos if available):

PLEASE FORWARD TO:

Julie Graham
PEPI Coordinator
2604 4th Street N.E.
Great Falls, MT 59404

NEWS FROM NASPE

NASPE Fit to Achieve Committee Active

The NASPE Fit to Achieve (FTA) project is the national public information campaign created to generate awareness about the need for students from kindergarten through twelfth grade to participate in quality, daily physical education.

The FTA Committee, chaired by Marian Kneer, asserts that most children do not receive enough quality physical education in the schools to be able to understand how and why they should maintain a healthy, fit lifestyle.

Research indicates that 40% of children five to eight years old have significant cardiac risk factors (such as obesity, high blood pressure, high cholesterol, inactive lifestyles). Most of our school students between ages six and seventeen cannot run a quarter of a mile. A significant percentage of our students between ages six and twelve (70% of the girls and 40% of the boys) cannot do more than one pull-up.

Louis W. Sullivan, M.D., United States Secretary of Health and Human Services, indicates, "America's schools should have three basic goals for their physical education programs: to produce physically fit youth; to teach the relationship between physical activity, physical fitness and health; and, to promote the skills, knowledge, and attitude to help children lead active, healthy, and productive lives as adults."

Through its Outcomes Committee project, chaired by Marion Franck, NASPE identified the physically educated person as one who:

- has learned skills necessary to perform a variety of physical activities
- is physically fit
- does participate regularly in physical activity
- knows the implications of and the benefits from involvement in physical activities
- values physical activity and its contributions to a healthful lifestyle

Members wishing a brochure with more specifics about the Physical Education Outcomes Project should contact the NASPE office.

NEWS FROM NASPE

What can physical education teachers do to encourage quality daily physical education programs which can produce physically educated students?

1. Set a good example by being physically fit and physically active.
2. Stay current with physical education materials and programs available for helping teachers provide quality physical education experiences.
3. Inform the parents and the public in general about the goals and outcomes of a quality physical education program through parent-teacher programs, parent newsletters, and presentations about the importance of quality daily physical education to local community groups.
4. Inform school administrators and other teachers about quality physical education programs by inviting them to observe physical education classes.
5. Maintain an active role in NASPE by attending and participating in its programs and requesting resources to improve the physical education program.

Resources available from NASPE (1900 Association Drive, Reston, VA 22091) related to quality daily physical education include the following:

- Fit to Achieve: Benefits of Physical Education
- Making the Case for Daily Physical Education
- Position Statement on Required, Quality, Daily Physical Education
- The Value of Physical Activity
- Guidelines for Elementary School Physical Education
- Guidelines for Middle School Physical Education
- Guidelines for Secondary School Physical Education

ATTENTION FUTURE LEADERS OF MAHPERD: VACANT BOARD POSITIONS

The following MAHPERD Executive Board positions will be available for the year 1992-1993:

Physical Education Chair	Recreation Chair
Health Chair	President Elect
Historian	Student Representative
PEPI Coordinator	

If you are interested in serving your association by assuming the duties of any of the above positions, contact Kay Van Norman or any other current Executive Board member. Names and addresses are listed at the beginning of this journal.

FITNESS AND HEALTH IN A PACKAGE

Do you know how to get 600 excited, screaming, middle school students and 1,000 proud, anxious parents into a gymnasium in Montana? A cow pie throwing contest! Oh, come on, ... get real! You persuade your middle school physical education staff to put on a fitness demonstration and health fair.

In Great Falls, Montana, the middle school physical education staff saw a need to promote fitness and health in the community. Our first step was to organize 6th, 7th and 8th graders into grade-level group fitness activities such as aerobic dance, jump rope, rubberbands, and box aerobic routines. We also incorporated upper body and aerobic circuits, street dancing, line dancing, and parachute activities. Music was then selected to enhance the participation quality of the activity, with each middle school responsible for pre-planning performances of two to three minutes. Practice time, two weeks prior to the demonstration, depended on the middle school. Home base time, in our case at Paris Gibson, and fitness days which are Thursday and Friday of every week, were devoted to practice.

Last year we included the city wide middle school jazz band in our jump rope finale. They provided a jazzed rendition of "Louie, Louie" and we provided the jump rope skills. An evening in March was selected as the date for our activity, with the time frame for the fitness demonstration portion of the program between thirty to forty-five minutes, to be followed by a health fair.

Demonstrations and health related testing were situated in various locations throughout the building. Parents and students participated in everything from blood pressure testing to the Harvard Step Test.

Participating students were eligible for drawings of merchandise donated by local businesses, and no student went home empty handed. What a thrill it was to see the three middle schools' students dressed in red, green and gold, displaying cheeks painted with panthers, rams and grizzlies, laughing, cheering each other, and enjoying a night of fun and fitness!

We incorporated the fitness demonstrations and health fair into our physical education curriculum three years ago, and it has increased in size every year. We attribute the growing interest to several factors: one, the newsletters that were sent home notifying parents of upcoming events, encouraging them to attend; two, a constant effort by the middle school physical education staff to emphasize and promote fitness and health in their individual programs; and, three, tremendous support from the administration and faculties of our respective schools.

In order to keep the students interested, we are constantly looking for new materials that they'll "buy into." In fact,...maybe that cow pie throwing contest will work after all!

Shirley Weaver is the Athletic Director and a Physical Education Teacher at Paris Gibson Middle School in Great Falls, Montana

CONGRATULATIONS TO MAUREEN THOMAS

Montana is Proud of You!!

Physical Educator
Big Sky High School
Missoula, Montana

Montana Secondary Teacher of the Year

Northwest District Teacher of the Year

STEROID EDUCATION PROGRAM

Faculty members in the Department of Health and Human Performance at The University of Montana are currently pursuing funding for a combination service project and research study entitled "The University of Montana Steroid Education Program" for implementation during the 1992-93 school year. The proposed program involves a 45-minute slide presentation followed by a question-and-answer period. The goal is to educate students regarding the potential strength related benefits and health related risks involved in anabolic steroid abuse. This presentation, focusing on ***steroid education*** and a review of the literature, will also be adapted for and available to college athletics, coaches meetings, and any other organization interested in the topic of steroid use and abuse. A recent trend in steroid usage has occurred in nonathletes to "look stronger and more attractive" so the program can benefit both athletes and nonathletes. This is a timely topic in which faculty members of The University of Montana Health and Human Performance Department have considerable personal and professional interest. If you or your institution are interested in this cost-free educational program, please contact:

Daniel G. Graetzer, Ph.D.
Department of Health and Human Performance
121 McGill Hall
The University of Montana
Missoula, MT 59812-1055
(406) 243-4211

MAHPERD LOGO DESIGN CONTEST

The Montana Association for Health, Physical Education, Recreation and Dance is soliciting talented and creative individuals to help design a new logo for the association. The MAHPERD Executive Board has authorized a prize of $50 for the person whose logo design is chosen to represent our state association. The logo should be designed to be used for, but not limited to, letterhead, t-shirts, pins, mugs, etc. A maximum of two colors is preferred. If you are interested in submitting a logo design, send your completed design or questions to:

Gene Burns
Editor, MAHPERD Journal
Health and Human Performance Department
The University of Montana
Missoula, MT 59812
243-5241/243-4211

SIXTH ANNUAL NATIONAL GIRLS AND WOMEN IN SPORTS DAY CELEBRATED

The sixth annual National Girls and Women in Sports Day (NGWSD) was celebrated around the country February 6. It was established in 1986 by a joint resolution of Congress to acknowledge the significant achievements of women in sports, and the importance of sports and fitness for girls and women of all ages. The Day is celebrated at local, state and national levels.

This year's national celebration included a congressional awards ceremony, a celebrity basketball game, and sports clinics at the National Capital YMCA. This year's Women's Sports Foundation Flo Hyman Award was presented to golfer Nancy Lopez, who was inducted into the Ladies' Professional Golf Association Hall of Fame in 1987. The award is given to a female athlete who exemplifies the dignity, spirit, and commitment to excellence of the late Flo Hyman, captain of the 1984 U.S. Olympic team who died of Marfan's Syndrome in 1986.

Just prior to the basketball game, top female athletes led sports clinics in basketball, soccer, judo, and track and field.

This year's theme for the Day was "Clearing the Hurdles: Twenty Years of Title IX." Title IX prohibits sex discrimination in educational institutions that receive federal funds and has paved the way for more equitable funding for men's and women's sports programs at the university level.

Participation for girls in high school athletics has increased from almost 300,000 girls in 1971 to almost 2 million in 1991. However, while participation opportunities have increased for females, leadership opportunities for women in sports have decreased. Fewer than half of the coaches of women's college teams were female in 1990, while in 1972, more than 90% of the women's teams were coached by females. To help stop the trend of decreasing female leadership in sport, NAGWS will be holding a leadership conference in June of this year.

The Day included far more than events in Washington, DC. Various events such as awards, ceremonies, clinics, and special conferences were held in all 50 states.

Physical Education and Sport Week

May 1-7, 1992

The President's Council on Physical Fitness and Sports has designated the month of May as National Physical Fitness and Sports Month. This month is our country's celebration of fitness and sport. Many agencies have initiated fitness programs designed to improve our quality of life, and have been instrumental in encouraging millions of Americans to participate in fitness and sports activities.

This is a time when we can do something special to direct attention to this important effort. In particular, we can select and plan special activities to highlight the celebration of Physical Education and Sport Week, and to promote the importance of quality, daily, physical education. In preparation for May 1-7, 1992, and to support your efforts to promote it, NASPE has the following available:

- *Fit to Achieve Posters* — $3 each/2 for $5 (includes postage)
- *Fit to Achieve T-shirts* — $12 each (includes postage)
- *Physical Education Promotion Packet* — this packet of information will include new FTA materials, a quality, daily physical education statement, and a 1992 FTA poster. All members who have checked PEPI will receive one complimentary packet.

Packets can be ordered by sending a check made out to:

NASPE
1900 Association Drive
Reston, VA 22091-1599

Packets cost $5 for one or $4 each for two or more

AAHPERD Directory

Dial: (703) 476-plus extension

Executive Vice President -3404
Deputy Executive Vice President -3403
Acquisitions — Books -3456
Address Changes -3492
Advertising -3495
Aging -3430
American Association for Leisure and Recreation -3472
Archives -3423
Association for the Advancement of Health Education -3437
Association for Research, Administration, Professional Councils and Societies -3430
Children's Programs -3435
Conventions -3466
District and State Relations -3429
Elementary Education -3435
FAX -9527
Fitness Awards Orders -3481, -3491
Fitness Council -3430
Handicapped, Programs -3430
Journal of Health Education (703) 860-4131 or (703) 476-3485
International Council on Health, Physical Education, and Recreation -3486
Journal of Physical Education, Recreation and Dance -3477
Jump Rope for Heart -3488, -3489
Membership (new, renewal) -3424
National Association for Girls and Women in Sport -3450
NASPE -3410
National Dance Association -3436, -3421
Permission to Reprint from Publications (Books) -3480
PHYSICAL BEST™ -3455
Placement -3424
Publications (Books) -3480
Research Quarterly for Exercise and Sport (713) 749-3481
Sales — Publications Orders -3481, -3491 or (800) 321-0789
Special Events — Jump Rope for Heart -3488, -3489
Strategies -3479
Student Services -3430
Subscriptions (library, institutions) -3493
Update -3484

NATIONAL PHYSICAL EDUCATION AND SPORT WEEK

MAY 1-7

As Part of National Physical Fitness and Sport Month

pepi
Physical Education Public Information

Just as mathematics, science and reading are an essential part of education, so, too, is physical education. There is no more basic requirement for a healthy and happy life than activitiy.

The National Association for Sport and Physical Education
1900 Association Drive • Reston, VA 22091

POSITION AVAILABLE

MAHPERD EXECUTIVE DIRECTOR

The Montana Association for Health, Physical Education, Recreation and Dance is currently seeking applicants for the newly created position of Executive Director. This position was approved by a vote of the membership at the 1988 Convention held in Missoula. A copy of the job description for this position detailing responsibilities, qualifications, appointment procedures, application materials, and terms of appointment follows this advertisement.

Applications will be reviewed upon receipt and review will continue until the position is filled. Complete application for the position addressing the candidiate's ability to meet the stated qualifications for the position, a professional vita, and a one-page statement of philosophy/purpose regarding the MAHPERD Executive Director position. Application materials should be sent to:

Gene Burns
Editor, MAHPERD
Dept. of Health and Human Performance
The University of Montana
Missoula, MT 59812-1055

Job Description For Position of
EXECUTIVE DIRECTOR — MAHPERD

Position:

The Executive Director of the Montana Association for Health, Physical Education, Recreation and Dance will report to the President of that organization. Primary duties of the Executive Director relate to advisory, informational, record-keeping, fund raising, and public relations responsibilities. In addition, the Executive Director is expected to enhance and ensure continuity and continued progression of the organization.

Responsibilities:

1. Serve as an advisor to the Association.
2. Record and disseminate minutes of the business meetings of the Board and the Association.
3. Maintain files and keep accurate records of the Association, and provide for their availability and safety.

4. Provide and promote fund raising activities for the Association on an on-going basis, and assist the Treasurer, as needed, in investing and budgeting activities.
5. Organize and implement strategies for increasing association membership information.
6. Develop and implement public relations had publicity strategies for the Association. Cultivate and maintain Association relationships with related organizations and the media.
7. Promote MAHPERD-related legislative issues with politicians.
8. Respond to requests for information for the Association and its members.
9. Provide information to the chairperson of standing and presidential committees, and offer professional advice to these committees.
10. Maintain on-going relationships of cooperation and interaction with the Executive Board and other committees of the Association.
11. Assist with the annual convention through close contact with the convention manager, exhibitors, etc.
12. Solicit and attend to problems and opinions of Executive Board members.
13. Plan and implement strategies which provide for continual progress and continuity for the Association from year to year.

QUALIFICATIONS

Required:

1. An understanding of MAHPERD, its history, purposes, functions, and its needs as a professional organization.
2. Prior service on the MAHPERD Executive Board.
3. Interpersonal skills with individuals and groups of all sizes.
4. Demonstrated organizational skills including record-keeping, planning, reporting, scheduling, etc.
5. Written and oral communications skills.
6. Knowledge of public relations strategies and possession of skills necessary for promotion of the organization to both internal and external public.

Desirable:

1. Knowledge and experience with computer applications as they related to the Association.
2. Knowledge regarding fund-raising strategies, and experience with budgeting and investing.

Appointment:

1. Advertisement of the Executive Director position will include at least one ad in the *MAHPERD Journal* as well as other pertinent methods.
2. Applications for the position will be directed to the MAHPERD Nominating Committee chaired by the Past-President of the organization. The Nominating Committee will screen applicants and submit a recommendation to the Executive Board.
3. The Executive Board shall be charged with the appointment of an Executive Director.
4. In the event that the Executive Board chooses not to appoint an Executive Director from the recommendations of the Nominating Committee, the position will be readvertised — again, to include at least one journal ad.

Application Materials for the Position should Include:

1. A letter of application for the position addressing the candidate's ability to meet the stated qualifications.
2. A professional vita.
3. A one-page statement of philosophy/purpose regarding the MAHPERD Executive Director position.

Terms of Appointment:

Appointment shall be made on a three-year basis contingent upon annual performance appraisals by the Executive Board. That performance appraisal should include:

1. An annual report/self-evaluation to be completed by the Executive Director and submitted to the MAHPERD President.
2. Review of that document and other pertinent information by the subcommittee of the Board to include the President, Past-President, and President-Elect.
3. Recommendation to the Executive Board for continued appointment/termination of appointment by the subcommittee.
4. Executive Board consideration of the subcommittee recommendation and decision to continue or terminate the appointment of the Executive Director.
5. Notification of the Executive director of continued appointment or termination of appointment by the MAHPERD President. This notification should include performance appraisal results.

The Executive Director may apply for additional terms (including consecutive terms).

An Honorarium of $1000 per year will be awarded to the Executive Director.

Everybody Sells

"We are all salesmen. We must sell something in order to live....You are selling your brands, your health, your vitality, your strength; you are selling your ingenuity, your resourcefulness, your originality, your initiative, your courage; you are selling your executive ability in some way.

Some of us sell ourselves too dearly; others too cheaply. Many of us fail to keep ourselves sold a large part of the time. The quality of our goods is not the best and so it is often returned, undesired.

There are many things you are selling that, perhaps, you do not realize. Have you ever stopped to think that you are selling your appearance, your dress, your bearing, your manners, your conversation, your optimism, your mental attitude toward life, toward your work, and toward others? You are selling your thoughts, selling your heredity, all that you have inherited, all of your advantages, all of your experiences, everything that has gone before. The quality of the merchandise you offer and the price you desire will indicate the sort of character material you have manufactured or accumulated."

—Orison Swett Marden, May 1919

MONTANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

MEMBERSHIP APPLICATION FORM

Mr.(1)
Ms. (2)_____ Phone ( )_____ Date__/__/__
(Print) Last First MI

Home Address _____
Street City State Zip Code

Business Address _____
School or Agency City State Zip Code

Type of Membership
(Check One)

Professional _____ (1) $15
Student _____ (2) $5
Retired _____ (3) No Cost

Previous MAHPERD Member:
_____ Yes _____ No

AAHPERD Member:
_____ Yes _____ No

Professional Employment/Involvement

Elementary	___	(1)
Secondary	___	(2)
College	___	(3)
Government	___	(4)
Administration	___	(5)
Health Club	___	(6)
Corporate/ Agency Fitness	___	(7)
Recreation	___	(8)
Student	___	(9)

Main Areas of Interest

Elementary	___	(1)
Secondary	___	(2)
College	___	(3)
Adapted	___	(4)
Fitness	___	(5)
Health Education	___	(6)
Girls/Womens Ath	___	(7)
Boys/Mens Ath	___	(8)
Intramurals	___	(9)
Recreation	___	(10)
Dance	___	(11)

☐ Check here if you ran a JRFH event last year.

Make Checks Payable to: MAHPERD

Membership year: October 1 through September 30

Mail to: Scott Richter, Treasurer
1615 Sherwood
Missoula, MT 59801

THE RESOURCE

Help your state association! Become a member of AAHPERD today!

Enjoy AAHPERD benefits.

Become an AAHPERD member. Complete the membership application and mail it to the address provided.

Membership Benefits Include:

Membership Options

Choices are offered to reflect your status in the profession and your choice of periodicals. New members may elect membership in one or two associations of AAHPERD, as listed below:

American Association for Leisure and Recreation (AALR): Promotes school, community and national programs of leisure services and recreation education.

National Association for Sport and Physical Education (NASPE): Provides national leadership and influences physical education and sports policies in programs for teachers, coaches, athletic administrators, athletic trainers, intramural directors and scholars at all educational levels.

National Association for Girls and Women in Sport (NAGWS): Fosters quality and equality in sports for girls and women. Serves those who teach, coach, train and administer all sports (including club sports and intramurals) at elementary, secondary and college levels.

Association for the Advancement of Health Education (AAHE):
Preserves and improves health through education. Promotes both the process of health education and specific health education programs.

Association for Research, Administration, Professional Councils, and Societies (ARAPCS): Coordinates activities of the following special interest groups:

- *Adapted Physical Activities*
- *City & County Directors • Measurement and Evaluation • Aging and Adult Development • Ethnic Minorities • Outdoor Education • Aquatics • Facilities and Equipment • Physical Fitness • College & University Administrators • International Relations • Safety • Student Action*

National Dance Association (NDA)
Promotes sound policies for dance education, through conferences, conventions, special projects, publication and cooperation with other dance and performing arts groups.

Outstanding Periodicals

In addition to Update, AAHPERD's newsletter, an automatic benefit of membership, members may elect to receive:

- *JOPERD – The Journal of Physical Education, Recreation & Dance (9 issues/year)*
- *Health Education (6 issues/year)*
- *Research Quarterly for Exercise and Sport (4 issues/year)*
- *Strategies: A Journal for Physical and Sport Educators (available for a small additional charge).*

Conventions and Conferences

Annual National Conventions, where your colleagues from across the country gather. Also, AAHPERD sponsors six regional conventions (one for each AAHPERD national district), and state and local conferences.

Professional Publications

AAHPERD publishes some of the best current literature in your field, available at a 10 percent discount to members.

Professional Placement Service

Low-cost Insurance and Financial Programs

6/91

AAHPERD Membership Application

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive • Reston, VA 22091 • (703) 476-3400

Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home ( ) _____ Office ( ) _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

1 2 American Association for Leisure and Recreation (AALR)
1 2 National Dance Association (NDA)
1 2 Association for the Advancement of Health Education (AAHE)
1 2 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
1 2 National Association for Girls and Women in Sport (NAGWS)
1 2 National Association for Sport and Physical Education (NASPE)
Z Research Consortium - for those interested in research.
(A check here does not affect your Association affiliation)

In addition to UPDATE, AAHPERD's monthly newsletter (an automatic benefit of membership), I wish to receive the following periodicals:

☑ *Update* (An automatic benefit of membership)
☐ *Journal of Physical Education, Recreation and Dance*
☐ *Journal of Health Education*
☐ *Research Quarterly for Exercise and Sport*
☐ In addition I wish to receive *Strategies: A Journal for Physical and Sport Educators* (Add $10.00/year to your membership dues. Foreign members add $15.00/year)

Four dollars of your dues are allocated to *Update*, and twenty dollars per each selected periodical.

I select the following membership option, based on my professional status and my choice of periodicals:

☐ **Professional**

	One-year membership	Two-year membership	Three-year membership
***Update* Plus:**			
Any one periodical*	☐ $85.00	☐ $150.00	☐ $200.00
Any two periodicals*	☐ $105.00	☐ $190.00	☐ $260.00
Any three periodicals*	☐ $125.00	☐ $230.00	☐ $320.00

☐ **Student** (Student rates apply only to full-time students.)

	Graduate	Undergraduate
***Update* Plus:**		
Any one periodical*	☐ $30.00	☐ $28.00
Any two periodicals*	☐ $50.00	☐ $48.00
Any three periodicals*	☐ $70.00	☐ $68.00

☐ **Life Membership** - $1500 - available in 3 payments

*Add $5.00/year for each periodical mailed outside the U.S. or Canada.
All payments must be in U.S. dollars. Check must be drawn on a U.S. bank. Unesco coupons not accepted.

I am remitting my dues
☐ by enclosed check, payable to AAHPERD
☐ by VISA (13 or 16 numbers)
☐ by MASTERCARD (16 numbers)
Card # Expiration Date _____
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Please read and write numbers carefully)

Signature _____

Please indicate amount paid
$ _____

100/371

Return this form with payment to:

AAHPERD, P.O. Box 10406, Fairfax, VA 22031-8006

For Office Use Only

DT: _____ Ck: _____ Amt: _____

6/91

GUIDELINES
for Contributing Authors
to the
Montana Journal of Health, Physical Education, Recreation and Dance

GUIDELINES FOR PREPARATION OF MANUSCRIPTS

The *Montana Journal* is published each Fall and Spring by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor *Montana Journal*, Department of Health & Human Performance, The University of Montana, Missoula, MT 59812. The title of the manuscript, the author name and affiliation, mailing address of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPT

Manuscripts must be typed on $8^1/_2$" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association, 3rd Ed.*, (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

Deadline Dates for Submitting Material to the Journal

News/Dates/Announcements/Manuscripts

Fall/Winter Issue	September 15
Spring Issue	February 15

Printing By:

PIP PRINTING

1118 W. Central Avenue • Missoula, MT 59801 • (406) 728-1503

MAHPERD
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HPE Department
University of Montana
Missoula, MT 59812

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